5th Grade (9:15-10:05)

Standards:

* + Information Literacy: Grade 5: Benchmark A: **Access the library media center facility, staff and resources** whenever an academic or personal information need arises, and **demonstrate appropriate use of library materials**.
  + Social Studies: Grade 5: Geography: Location:
    1. Use coordinates of latitude and longitude to determine the absolute location of points in North America.
    2. Use maps to locate…

Materials:

* + Blank maps of the MCTR
  + Pencils, clipboards, crayons / colored pencils
  + Laptop with Google Earth, projector

Activity:

1. Welcome students to the library. Ask them what changes they notice.

2. Pass out blank maps of the library. Point out that each location on the map corresponds to a book shelf or other item.

3. Tell students they are going to work with a partner/team (table) to fill in the map.

* + Provide pencils and clipboard

4. Spread working pairs around the room. Give students about 20 minutes to fill in as much of the map as they can.

5. Bring the group back together. Check / complete the maps. Ask students questions about what each section represents, what are the expectations, etc.

* + What is this station for (i.e., checkout desk, nonfiction, fiction, computers, etc.)?
  + If it's a book section, what do you notice about the books? What kinds of books are in this section? How are they arranged on the shelf?
  + What do we need to do to take care of ourselves / others / the library while we're using this section? )

6. Collect the maps.

(next week: Color code the map; create a legend; add a compass rose and use Google Earth to locate the absolute coordinates of Maddux; add scale.)

6th Grade (10:30-11:20)

Standards:

* + Information Literacy: Benchmark A: **Understand the function of the library media center**, recognize other types of libraries, and use a variety of libraries to meet informational and personal needs.
  + Goal: To identify specific locations of the library and review library policies and procedures.

Activity: Library Survivor (adapted from *Stretchy* *Library Lessons: More Library Skills*, p. 9)

Materials:

* + plastic lei for each member of the class
  + Destination markers (palm trees)
  + A list of sites to visit (fiction, circulation desk, non-fiction, OPACs, etc.), one per team, numbered to correspond to the palm tree markers
  + Scrolls of questions about policies and procedures related to each destination; tied with raffia twine (optional: tie a bead or feather to each scroll) (use 6" squares cut from paper sacks and crinkled) Examples:
    1. OPACS: What are they used for? When can they be used?
    2. Circulation: How many books can you checkout? When are they due? What if books get lost?

Procedure:

1. Have each student select a lei as they enter the MCTR. Divide into teams by the color of their lei.

2. Give each team a numbered list of locations.

3. Students locate each destination as a team and find the scroll that matches their color. Answer the questions on the scrolls and any other things they think are important.

4. Teams visit as many destinations as possible within the time limit. (15 minutes?)

5. At the end of the pre-announced time, gather teams at the tables. Give teams a point for each scroll they collected. Randomly call on students from each team to identify and name each location on the numbered list. If the team member correctly identifies the location, the team earns a point. Each team with a scroll from that location also earns a point. Collect the scrolls from each team as the locations are identified.

6. Policies: Have each team pick a scroll from a basket. Each scroll will have a question about policies or procedures. The teams are to discuss the answer. Call on random students from each team to answer the question. Correct answers earn the team a point. After one round of answering questions, have each team choose another scroll.

* + OPACS: What are the computers in the library used for? When can the library computers be used?
  + Circulation: How many books can you checkout? When are books due? What if books get lost? What are you to do with books that you're returning? What if you want to keep a book past its due date? How do you place a book 'on hold?' What is the green basket at the circulation desk used for?
  + Stacks: How are you to mark the place of a book on the shelf until you're sure to want to check it out? How are books to be placed on the shelf?
  + What is an appropriate voice level for the library?
  + What should you do if you are not checking out books?
  + What you should do after you checkout?
  + Who is responsible for a book that has been checked out?
  + How can you take care of the library books while they are in your possession?
  + How should the library look when the class leaves?

The team with the most points wins *Library Survivor*. All students may have a Hawaiian-themed treat (2011 - palm tree bookmarks). All students may keep their leis.

3rd Grade (11:20-12:10)

Library Expectations BINGO:

Students are given a BINGO grid with library expectations. Each student should "find someone who…" can demonstrate or explain each thing on the grid. Come back together as a class and discuss library expectations.

* + My top 5:
    1. Use a shelf marker
    2. Quiet voices
    3. Listen for directions and instructions
    4. Checkout
    5. Take care of books

Review the expectations as a group.

If there's any time remaining, have I Spy books available for students to look at together.

2nd Grade (12:15-12:40/12:40-1:05) / 1st Grade( 1:50-2:15/2:15-2:40)

Standard:

* + Information Literacy:
    1. Benchmark A: Locate the library media center, recognize library staff members and participate in library activities.
    2. Benchmark D: Read and listen to stories for schoolwork and personal enjoyment.

Preparation: Choose a nonfiction and a fiction book about libraries. Create a list of vocabulary words to listen for while each book is read.

* + Welcome to the Library / by Alyse Sweeney (J027 Swe) has a 'Word Hunt' with pictures at the beginning of the book and a glossary of terms in the back.
  + Choose a fiction book that has at least some of the same words, if possible
  + My favorite: The Library / by Sarah Stewart (E Ste)

Procedure:

Day 1

1. Read the list of 'Word Hunt' words from the chart. Ask students if they can read any of the words or tell what they mean. It's OK if they can't. The LMS can read the words, asking the students to repeat each word.

2. Read the nonfiction story, listening for each word. Do not interrupt the flow by stopping to discuss.

3. Look at the list of words again. Now, can anyone tell what each word means? Find the page in the book where the word was introduced. Locate each 'word' in our library. (There are additional words at the back of the book. Locate each 'word.')

Day 2

4. Read aloud the fiction story. Did you hear any of our words in this story?

Read aloud other fiction books about libraries / librarians

Have additional books available for students to look through.

4th Grade (2:40-3:30)

Standards:

* + Information Literacy**:** Benchmark A:Access the library media center facility, staff and resources whenever an academic or personal need arises, and demonstrate appropriate use of library materials.
  + Goal: Review library expectations, policies and procedures.

Materials:

Chart paper: one sheet for each table

markers

Pointing Game: "1-2-3 Point" (At each table, everybody raise 1 finger. "1-2-3 point" at one person. That person is "it".)

Cooperative Learning Roles

* + The "it" person chooses one person to be the materials manager. (gets chart paper, markers; cleans up)
  + MM tap person to right as recorder. (writes)
  + Recorder taps person on the right as the reporter. (reads)
  + Reporter taps person to right as encourager. (optional) or spy
  + Encourager taps person to right to be traveling reporter / spy. (Spy, at teacher's signal, gets to run around the room to get ideas from other groups.)
  + "Miss Manners" monitors interaction between group members.

1. Folding of paper: Four-fold activity
   1. Fold chart paper into 1/4ths
   2. Fold corner where all folds come together down and crease.
   3. Open paper to reveal diamond in the center. Write “The Library” in the diamond.

2. List: Brainstorm library rules / expectations. After a few minutes, give spy 90 seconds to gather more.

OR What does a new student need to know about the library?

Illustrate

Compare

Rank

List

3. Rank: Pick top 3 rules / expectations.

Fold paper in 1/4 so that reporter sees "rank" and class sees blank paper; reporter reads ranking, but kids are focused on listening, not reading. Have reporter read "rank". Listen for commonalities among groups.

4. Compare: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is like\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because both \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3 reasons:

In this case" Visiting the library ..."

5. Illustrate: Draw a picture of the comparison or of a library expectation!

Fold paper so that reporter sees Compare and class sees illustration. Reporter reads

At the end of each day: Dismissal Duty at Wetheridge Lobby. Grab stop sign from cabinet or walkie -talkie from Counselor's Office. There will be partner teacher to help you.